

<Name Of Lesson>

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Overall Goal for the Lesson:

To review compound words, prefixes/suffixes, and contractions. We will also introduce the activity, which we will use to assess the students. The students will create a video in which they explain compound words, prefixes/suffixes, and contractions. They will then give 3 examples of each of these. To give these examples, the students will label themselves with different words. For example, two students will be the two root words and one will be the compound word, or two students will be the expanded form of a contraction and one will be the contraction, etc. The teacher video will be an example of the video the students should make and can be used as a guide.

Description of classroom, grade level, and students:

We will be working with a second grade class of 23 students. One of these students is 8 and has ADD and has difficulty focusing. Another one of these students is 8 and has dyslexia and needs additional time and help when working on assignments. Two of these students are gifted and talented and are able to work slightly ahead of the other students. One is 7 and one is 8. The rest are either 7 or 8 years old and generally fall within the appropriate grade skill level in Language Arts.

Student Objectives for the lesson:

In groups of 3, the students will be able to write a simple script for a video in which they will correctly explain what compound words, prefixes/suffixes, and contractions are.

In groups of 3, the students will be able to provide 3 correct examples of compound words, prefixes/suffixes, and contractions.

Length of Lesson: 3 days - allotting one hour to work on it the first two days and then enough time to view each video on the third day.

Schedule of Activities:

Day	Activities
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1	Show teacher made video and introduce student's video project. Separate students into groups of 3. Give students 15 minutes to brainstorm what they will do in their video and 20 minutes to begin writing their script.
2	Give students 15 minutes to revise and complete their script and to practice acting it out. Spend the rest of the time having students work with parent volunteers to record their final video. Teacher and parents will edit the footage to create a final product to share with the class.
3	Show videos to the class and discuss.

PASS and Common Core Standards Addressed

Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.

2. Structural Analysis

a. Build and understand compound words, contractions, and base words using prefixes and suffixes.

Example: Example: Example: Example:

**Compound words – straw + berry = strawberry contractions – I am = I'm
prefixes – un + happy = unhappy suffixes – care + ful = careful**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

PASS Instructional Technology Standards:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes

b. Create original works as a means of personal or group expression

c. Use models and simulations to explore complex systems and issues

d. Identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

Assessments: How will these activities be assessed?

Teacher will watch the student's videos and determine their understanding by observing their involvement in the video and whether or not they gave correct examples and explanations.

Accommodations: How might the lesson need to be adapted for students with special needs?

The activity as a whole accommodates the special needs in the classroom. For our ADD student, creating the video gives them a chance to be hands on and interactive in their learning rather than sitting at a desk and working with pencil and paper. This also accommodates the student with dyslexia because they do not have to do a lot of reading and writing. It gives them a chance to express their understanding of the topic through a different form of communication.

Materials Needed:

- Video cameras (at least 3)
- Markers
- Paper
- Tape
- Scissors
- iMovie software
- Laptop or desktop computer for editing
- Parent volunteers